DOCUMENT RESUME

ED 204 599 CE 029 542

AUTHOR Drewes, D. W.; Nerden, J. T.
TITLE Composite Report of Dissemination Workshops on Role of Vocational Education in Serving Older Persons.
INSTITUTION Conserva, Inc., Raleigh, N.C.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
BUREAU NO 498AH90015
PUB DATE Jun 81
CONTRACT 300-79-0706
NOTE 80p.; For related documents see CE 028 857 and CE 029 538-540.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Vocational Education; Agencies; *Agency Cooperation; Agency Role; Aging (Individuals); *Coordination; Educational Opportunities; Individual Needs; *Information Dissemination; Job Training; *Older Adults; *School Role; Social Services; Statewide Planning; Workshops

ABSTRACT

Four regional workshops were held to develop diffusion strategies and activities for linking vocational education into a comprehensive delivery system for providing social services and skills to older persons. These information dissemination workshops in Atlanta, St. Louis, Los Angeles, and Philadephia were part of the project, Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons. The workshop had two goals: promote joint collaborative action of three major agencies invited to participate in the workshops (vocational education, adult education, agencies for the aging) and focus upon major problems and issues in serving older adults. Six priority topics were discussed: (1) improving state-level planning to meet employment and training needs of older adults, (2) identifying and facilitating roles of the three agencies, (3) coordinating agency functions and activities to meet employment and training needs, (4) creating alternative systems for delivery of services, (5) motivating and stimulating local interest and initiative, and (6) identifying educational implications of an increasing number of older persons being served by vocational education. (The report lists those suggestions and recommendations made by workshop participants. Results of the workshop evaluation are also provided. Appendixes, amounting to approximately one-half of the report, include correspondence, participant lists, and agendas.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204599

Composite Report

Project No. 498AH90015

Contract No. 300790706

COMPOSITE REPORT OF DISSEMINATION WORKSHOPS ON ROLE OF VOCATIONAL EDUCATION IN SERVING OLDER PERSONS

CONSERVA, Inc.
401 Oberlin Road, Suite 110-112
Raleigh, NC 27605

June, 1981

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U. S. DEPARTMENT OF EDUCATION

Office of Vocational and Adult Education

Washington, DC

CE 029 542

Contract No: 300790706

Office of Vocational and Adult Education

DISCRIMINATION PROHIBITED - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION.	1
II.	WORKSHOP PROCEDURES AND RESULTS	5
III.	WORKSHOP EVALUATION	26
IV.	SUMMARY CONCLUSIONS AND RECOMMENDATIONS	39
	APPENDIX.	42

COMPOSITE REPORT OF DISSEMINATION WORKSHOPS

I. INTRODUCTION

On October 1, 1979, CONSERVA, Inc. initiated a project sponsored by the then U. S. Office of Education, Bureau of Occupational and Adult Education (BOAE), entitled "Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons." The purpose of the project was twofold: (a) to identify, analyze, describe and disseminate information about the policy and planning issues, service needs, service providers, alternative service models and programmatic service operations that lead to improved opportunities for older persons to obtain vocational skills training, and (b) to promote their service as volunteers in a manner that utilizes their accumulated knowledge, skills and experiences.

Pursuant to these goals, CONSERVA produced a series of informational documents and a fifteen-minute sound and color motion picture film. Project documents by title are "Education and Training for Older Persons: A State-of-the-Art Summary Report," "Education and Training for Older Persons: A Planning Paper," "Education and Training for Older Persons: A Program Guide" and a promotional brochure. The motion picture, entitled "Growing Older--A Time for Growth," was designed with a strong advocacy base to encourage and promote employment and training for older persons.

Dissemination of project information was conducted by means of four regional workshops that had as their primary objectives the development of diffusion strategies and activities for linking vocational education into a comprehensive delivery system for providing social services and skills to older persons. The regional dissemination workshops were conducted April 14-15, 1981 in Atlanta, Georgia; April 28-29, 1981 in St. Louis, Missouri; May 12-13, 1981 in Los Angeles, California and May 26-27, 1981 in Philadelphia, Pennsylvania. The number of individuals that attended the workshops were as follows:

Atlanta - - - 24	St. Louis- - - 24
Los Angeles - 18	Philadelphia - 21

Workshop participants were selected through a nomination process. Letters were sent to state directors of vocational education, adult education and state units on aging apprising them of the project and inviting them to nominate a person to represent their agency. Transportation and per diem expenses were reimbursed by the project. A copy of the invitational letter is included in the appendix.

The structure of the workshops may be noted by referring to the workshop agendas included in the appendix of this report. As indicated, the workshops opened with an orientation to older persons provided by a representative from the National Council of Senior Citizens. This was immediately followed by the screening of the film "Growing Older--A Time for Growth." A discussion followed the presentation of the film in order that suggestions could be obtained from the workshop participants for the utilization of the film in state, re-

gion, local and/or individual school situations. Immediately thereafter, copies of the "State-of-the-Art Summary Report," the "Planning Paper," and the "Program Guide" were handed out and the contents briefly described.

As a preface to discussions on urgent questions and issues that would take place later in the day, an overview of selected problems and issues was presented. Utilizing transparencies and providing for frequent discussion throughout the presentation helped to focus attention on those matters which were significant to the needs of older persons for occupational preparation, as well as the needs of the participants for closer coordination of their respective agencies and personnel in the interest of improved services to older persons.

Six specific issues were submitted to groups of workshop participants for their intensive study and subsequent reports by group recorders to the full assembly. Every effort was made by the group leaders to involve each of the workshop participants, and to make certain that every possible suggestion, observation or caution was elicited from the participants. Use of flip charts and the recording of comments as they occurred allowed the group leaders to assemble extensive information relative to each of the topics under discussion. These comments are reported in somewhat greater detail in the next section of this report. In general, the participants carefully considered each issue or problem and recognized the steps that should be taken to facilitate the solutions of the problems. They suggested many procedures directed to the general matter of effecting closer coordination of state agencies in the provision of services to older persons.

In order to make certain that specific problems of concern to individual participants were addressed, a 'frame game' technique was utilized. In small groups, each individual wrote his/her special problem on an envelope containing a number of cards. Other participants, then, wrote their solutions on the cards. Workshop participants stated that the advice and information so received was valuable.

One of the very interesting aspects of the workshop was the opportunity provided individuals from the same state (from different organizations/agencies) to prepare a listing of four or five major points of emphasis that should be given immediate attention in development of the "State Plan for Older Persons." Working in small groups, each of the states represented in the four regional workshops prepared its report and presented the major characteristics of the report to the total group.

The final activity of the workshop was its evaluation by the participants. Reference to the "Workshop Evaluation" document in the appendix will indicate the questions that were raised and the opportunities given to the workshop participants to respond. Section III of this workshop summary report tabularizes and describes briefly the outcomes of the workshop evaluation.

A final charge and challenge was delivered in the closing remarks of the workshop leaders, and the regional workshops adjourned late in the afternoon of the second day.

II. WORKSHOP PROCEDURES AND RESULTS

The information dissemination workshops were organized around two goals: (1) promoting joint collaborative action of the three major agencies invited to participate in the workshops (vocational education, adult education and agencies for the aging) and (2) focusing upon major problems and issues in serving older persons. Agencies were represented primarily by state level personnel; it was believed that with cooperation and communication established at the state level, it could be expected that the promotional activities would extend to the local and district level where the actual training and employment services would be provided for older persons.

Workshop participants are identified in the appendix by name and agency representation. The individuals so invited to participate had their transportation and maintenance supported through contract funds. Initial contacts with leadership persons in the fifty states evolved the listing of the individuals to be invited to attend the dissemination workshops. Individuals recommended to CONSERVA for invitation to the workshops thus represented a cross-section of the leadership in the field of education and training services to older persons. Care was taken to maintain a balance of participants, in order that the contrasting priorities by agencies would surface during discussions and the search for solutions.

There were several steps in the agenda for the dissemination workshops designed to effect the foregoing goals. Following the usual amenities of registration, welcoming, introductions, and an opening statement of purpose by an official of the National Council of Senior Citizens, the film "Growing Older--A Time for Growth" was shown. With on-site sequences filmed in the fall of 1980 in several of the large urban centers in the United States, the film portrayed older persons being counseled, trained, and placed in wage earning and volunteer jobs. In effect, the film documented exemplary practices in the employment and training aspects utilized in serving older persons. Directly following the screening of the film, workshop participants offered a wide variety of suggestions concerning uses for the film in state, district and local situations, and commented on the possibilities which the film had for promoting widespread coordination between all major agencies dealing with the needs (social and economic) of older persons.

The major products of the project were presented to workshop participants with extended explanations and followed by discussions for each. Each section of each of the publications was referred to and the point made repeatedly that the achievements so recorded and the achievements yet to be realized would require the collaborative efforts of individuals drawn from the field of vocational education, adult education, and the agencies concerned with the needs of older persons. It was recognized that the goals of the dissemination workshops could be immediately facilitated by using these three major publications of the older persons project as "tools."

An overview of selected problems and issues was presented to the workshop groups. The overview focused upon those major problems and issues which the review of the literature and the numerous contacts with agencies and conferees of all three categories in the states had indicated as the prime "hurdles" that services to older persons must clear. Of special assistance in focusing upon the most important problems and issues was the prioritized listing of topics. These topics were prioritized according to rankings previously received from nominated workshop participants. A copy of the ranking procedure is presented in the appendix. The topics of most interest were:

- How to achieve coordinative action between all major groups serving older persons;
- The need to seek increases in federal and state funding for personnel to administer and supervise the programs for the aging;
- The increasing numbers of older persons requiring services in the field of employment and training, and the urgency to locate and arrange for facilities to accommodate them;
- How to create alternative ways for the efficient delivery of employment and training services to older persons;
- The identification of ways and means to motivate and stimulate local and district initiative to engage in employment and training activities to serve older persons;
- An estimate of the number and extent of educational implications that may be expected to manifest themselves with increasing numbers of older persons being served by vocational education.

As can be noted by referral to the workshop agendas, the workshops were organized around these priority topical areas. The topics provided the theme for each of the four information dissemination workshops, although the techniques utilized to derive the essential information in each of the topics changed between the first workshop in Atlanta and subsequent workshops. The changes in technique were made as the result of suggestions received in the workshop evaluation reports submitted by the participants in the Atlanta workshop. The changes in the techniques were made by workshop coordinators in order to bring about:

- more efficient timing of topics; and
- a greater level of conferee participation in the workshops.

Outcomes of the Conferences by Topics

Following are the priority topics which were discussed at length in the conferences conducted at each of the four regional information dissemination workshops. There may appear to be some change in the topics as indicated in the agendas for the several workshops; however, the changes were merely in the techniques utilized to get at the essentials of the problems or the issues.

Topic One: There is an urgent need to provide for the employment and training needs of older adults; how can improved state-level planning facilitate this?

The conferees at the four regional workshops suggested many steps that could be taken at the state level. A collation of major sug-

gestions recommended for consideration as planning steps for the future are listed herewith:

- Each state agency should establish a coordinating committee within that agency with specific responsibilities to plan for the employment and training needs of older persons.

- Cooperative arrangements between departments of an agency should begin early on the formulation of plans which provide for needs of older persons.

- The planning agency should provide for the development and dissemination of information to the general public, designed to increase public awareness of the role of the agency to administer to the needs of older persons for employment and training.

- Within each state agency steps should be taken to clarify the eligibility requirements for older persons to engage in employment and training activities, and the eligibility of the agency to be reimbursed from either federal or state funds or from special appropriations made from other Acts of the Congress or state legislatures.

- The planning undertaken by a state agency should clearly identify areas of concern for more than one state agency, and the steps that might be taken to bring the several state agencies into a concerted approach to the solution of the employment and training problems of older persons.

- Consideration should be given to the Hispanic and Asian influx into the population of a state or region, and steps should be taken early to begin the preparation to accommodate multilingual enrollees in older persons programs.

- Determine by needs studies the numbers of older persons who actually require vocational preparatory services.

- Encourage the aging, through the agencies which administer to their needs, to take up an advocacy position for themselves, and to make their needs for employment and training clearly known.

- Provide interagency sensitization to the needs of older persons for employment and training.

- Define what the concept of employment (or its alternatives) actually means for the many different categories of older persons. (Recently retired individuals, military retirees, individuals who have been displaced at an early age, and others.)

- Explore with potential employers the concept of increasing numbers of older persons entering the labor force, and the projected potential for such participation by older persons in business and industry.

Topic Two: How should the specific roles of vocational education, adult education and of the state agencies on aging be identified and facilitated in order to ensure that employment and training needs of older persons be met?

Having addressed the urgency for establishing state level planning for older persons, workshop participants next identified the specific roles within the responsible agencies which identify and facilitate the employment and training needs of older persons. Following are the major suggestions and recommendations supplied by the workshop conferees:

- The scope of the training program for older persons should be carefully outlined and the limits of the training described.

- Every effort should be made to eliminate policies within an agency which conflict, and which make the provision of employment and training services for older persons difficult to provide.

- A careful examination should be made of the available resources within an agency in order to determine the limits of the resources in conducting employment and training for older persons.

- At the very beginning, an agency should determine whether other agencies in the state have selected a similar target of helping older persons prepare for the work force. This effort should eliminate unnecessary competition and duplication of services.

- Facilitating an agency role could very well depend upon the acceptability of the role from a political standpoint. Efforts must be made by an agency early in its deliberation to assure the success of the role or roles to be taken by the agency, in keeping with the political reality of the state or region.

- Inaugurate a working relationship between departments of an agency, and establish a coalition which will permit the agency as a whole to assign responsibilities and to be assured of reasonable successes.

- Assign one person within an agency who will have the responsibility to coordinate the activities.

- Consider the trade-offs that may have to be made between agencies. This type of consideration may help distinguish between the role of one agency vs. the role of another.

- Make the necessary preparation for changing current legislation, in order to accommodate the decisions made within the agency to provide employment and training for older persons.

- Take the necessary steps to apprise all members of the agency of the intent to provide needed services to older persons, and develop a commitment to the provision of such services within the organization or agency.

- Identify as many as possible of the separate policies that need to be established within the agency which will facilitate the provision of services to older persons.

- Begin the formulation of the goals and specific objectives that describe how and when the services for older persons will be provided, taking care to avoid any undue influence upon the agency by members of the existing political structure.

- Involve older persons in the agency determination of services to be provided. Meaningful experience reflected in the suggestions made by older persons will assure the development of a program that will find acceptance by older persons.

- Involve the employment security agencies, in order to determine the extent to which they will assist in the support of the placement and follow-up activities with funds made available to their agency. The state agency should focus its activities in the context of a network of services to older persons.

- Steps should be taken to make certain that the vocational education dollars made available through federal legislation should (could) be utilized for some of the work to be done in placement, recruitment, training and other aspects of employment and training for older persons.

- Set up a tentative structure for a coordinating committee that will be responsible for the conduct between agencies of employment and training activities (an example of such a coordinating committee would be the SOICC).

- Begin the development of information concerning the roles to be played by the agency, and make further plans concerning the distribution of this information to other state agencies.

- Identify by agencies the numbers of older persons currently being served, and the dollars by agency currently being expended for equipment and training.

- Conduct orientation sessions within the agency to acquaint all within that agency of the intent to serve older persons and the plans being made (in some detail) for how the older persons will receive the services.

Topic Three: How should the functions and activities of vocational education, adult education and the state agencies on aging be coordinated so as to achieve an integrated approach to meeting the employment and training needs of older persons?

Since very little information had been reported during the workshops regarding the states' efforts to coordinate activities in order to better meet the needs of older persons, this topic provided many of the workshop participants an opportunity to think through how to effect a coordinated and unified approach to the problem of employment and training for older persons in their respective states. The following are the major suggestions and recommendations that were submitted by workshop participants:

- Establish a joint committee made up of state level personnel representing vocational education, adult education and agencies for the aging, and charge the committee with the determination of tasks to be performed and agency/agencies charged with the responsibilities for carrying out the tasks.
- Utilize older persons in the joint committees, in order to maintain a high degree of relevance to the tasks that are identified.
- Identify and subsequently utilize existing school structures for many of the aspects of providing training and education for older persons.
- Include on the committee an ad hoc member on overall statewide planning.
- Plan statewide strategies within the joint committee charged with the responsibility for training and employment for older persons.
- Jointly define the purpose and procedures to be used in employment and training for older persons. Precede this with the joint agreement on goals and specific objectives.
- Make plans for the required transportation that older persons may require to get to and from training and/or employment.

- Make plans and carry out the task of apprising the state as a whole of the services available through the jointure of several agencies, in behalf of employment and training for older persons.

- Maintain and keep current an actual record of individuals that have been served by the employment and training activities sponsored by the major state agencies, and publicize the extent of successes and limitations.

- Maintain an informal data and information service concerning success stories in which older persons have been served. Utilize the success stories for legislative purposes, and for public information releases.

- Encourage members of state agency staffs to serve on coordinating councils and committees.

- Hold public hearings and have advocacy groups make presentations at each meeting, to inform the general public of the services needed and also those currently being provided.

- Obtain commitments from responsible public agencies to engage in the overall task of providing employment and training for older persons.

- Clarify the respective roles within each agency, in order to assure non-duplication of dollars and efforts expended in behalf of older persons.

- As an early task, determine the availability and the accessibility of facilities needed for training. A decision must be made prior to any subsequent decision to construct and equip facilities (for example, it may be possible to enlarge or improve facilities now in existence).

- The functions of the state agencies should be clearly identified and understood by the other agencies in the joint effort. This can only be done by clearly defining the role of a state agency in connection with older persons, and making clear the flow of dollars and all accepted responsibilities.

- Functioning linkages and cooperative relationships between the agencies must be continually strengthened in order to guarantee that many of the following items be carried out efficiently:

  - priorities to be established for agencies.
  - older persons serving on older persons committees.
  - subsidized employment.
  - the need to keep a watch for "hidden agendas."

- Linkages must include employment security agencies and their function in providing information and services concerning jobs in the state and in respective areas.

- State plans in each of the agencies should provide opportunities for the agencies to incorporate training and education. Efforts to coordinate this special need must be made by all three agencies.

- Agencies for serving the aging should develop summative and formative evaluative procedures.

- Discuss and establish trade-off arrangements between agencies, in order to prevent any duplication of services.

- Plan and establish the utilization of combined resources for certain tasks.

- Provide for annual reviews and evaluations of services made available to older persons. From such evaluations and reviews should come a plan for the succeeding year and provisions for subsequent reviews and evaluations.

- Establish "planning calendars" by agencies and exchange them on a regular basis.

- Bring about some inter-agency training sessions, in order to keep members of each agency apprised of the activities and the problems that occur in other agencies in the joint effort to provide services to older persons.

- Establish an interagency planning and review committee for the purpose of identifying roles, job

descriptions, estimating the amount of funding required to carry on the work, and how best to make use of an advisory committee.

- Require the interagency planning and review committee to study and prepare rough draft legislation needed to serve older persons, with interagency resources pooled for the common purpose.

- Organize pertinent task advisory committees by agencies, and a common advisory committee for the joint interagency planning and review committee.

- Explore on an interagency basis how flexible work schedules may be set up for older persons, and how training for such positions may be provided by the agency best equipped for that purpose.

- Explore the possibilities of legislation which would provide incentives for older persons to continue working.

- Study carefully and prepare data concerning the extent to which training for entrepreneurship can be provided older persons, and determine the numbers that would be interested in such a highly specialized type of training.

Topic Four: In times of limited resources, what steps could be taken to create alternative ways for efficient delivery of employment and training services for older adults?

The workshop participants recognized that forthcoming reductions in federal dollars to support many of the activities currently being carried on for, and in the interest of, older persons may be a serious deterrent to their agency participation in any widespread program within a state to provide all of the services needed by older persons. Hence, attention was directed to how best to survive the anticipated state and federal government reductions in funds and yet be able

to supply the needed services to older persons. Following are some of the important suggestions and recommendations made by the workshop participants in line with alternate procedures and activities that might be undertaken with the anticipated limited resources:

- Survey the state and its utilization of facilities for the employment and training of the older person; then, try to make use of existing programs and save the funds normally spent for expanding facilities and in purchasing additional equipment.
- Make more acceptable the presently operating program to serve the needs of adult persons.
- Utilize the talent of older persons who agree to volunteer their services, and eliminate the need for the employment of instructors in specialized areas.
- Do a complete review of the occupations for which services are being required for older persons. Note particularly the sequences of competencies; then select smaller groupings and sequences to produce shorter-term training programs.
- Redefine what is meant by "block of instruction," since the block could for all practical purposes be a module of instruction which would prepare older persons for definable jobs in the area.
- Utilize self-paced instruction, and possibly eliminate the need for additional instructors.
- Place older persons in "off-campus" programs conducted in other institutions and in private industrial and business situations.
- Seek private funding and support for the employment and training activities needs of older persons.
- Use private training facilities after hours, in order to accommodate the training needs of older persons.
- Make an effort to move the training programs to where the older persons actually reside. In this way, transportation can be reduced and possibly eliminated.

- Involve the agriculture and the industrial extension services for ideas on the private sector utilization of facilities for training activities.

- Entrepreneurship activities may be encouraged and promoted by utilizing homes for the establishment of home repair types of training. Older persons enrolling in such curriculums would have the facility of a home in which to learn the skills and to practice them, without needing to travel and attend a vocational school complete with equipment and paid instructor.

- Involve religious groups and associations in a cooperative effort to better serve the needs of older persons.

- Experiment with peer counseling, and endeavor to have other older persons carry on the counseling and guidance activity needed by many older persons in their search for appropriate employment and training.

- Make use of "excess" school facilities, if the facilities can be heated and lighted according to the needs of older persons. Since many school systems are discontinuing the use of certain buildings due to a leveling off of enrollments, the excess facilities are a distinct possibility.

Topic Five: What are the ways to motivate and continually stimulate local interest and initiative to engage in vocational preparation of older persons?

Once a state has adopted a plan and put the plan into operation for the state agencies that are responsible for vocational education, adult education and for the agencies which administer to the needs of the aging, the need to continue the activity on a local or regional level is essential. The conference participants identified a number of valuable suggestions and recommendations concerning how state personnel

could work closely with local and regional personnel in order to help organize and carry out the purposes of providing employment and training services for older persons. Following are some of the most important of the suggestions and recommendations made in the four workshop conferences:

- Identify community action organizations in the local communities and supply them with materials and an offer of assistance.
- Have the local action organizations assemble groups of older persons and provide for them information concerning opportunities available to them for employment and training.
- Work through the school adult advisory councils and through publications and advertisements to advise older persons in the local communities of the possibilities available to them.
- Contact national organizations such as AARP, CSC and others for their help and their literature in making needed information available to local personnel.
- Help establish a local advisory council with a specific charge to advise local communities on matters pertaining to employment and training of older persons. Include on such advisory councils representatives from the community colleges and local vocational schools.
- Community college boards should be induced to include representation on the boards of people drawn directly from the local or area agencies that serve older persons.
- Involve the private sector (such as the chamber of commerce, industries, businesses and hospitals) in the employment and training of older persons.
- Involve the area vocational schools and others in the development of curricula and instructional material, and in the provision of training.

- Help the community colleges design procedures for the recruitment of older persons for training as homemakers, senior aides, and other occupations. Since community colleges in their overall philosophy adapt their programs to the needs of the communities they serve, the community colleges may find the older persons ready and willing not only to enroll in the programs, but they might also offer their volunteer services to the community colleges for everything from recruitment to the actual instruction.

- Show the film "Growing Older--A Time for Growth." This film is adapted to many uses in the local community, and should provide much information for individuals and groups.

- Make certain that in the local situation someone is "in charge" of the plans to develop training programs for older persons.

- Establish a local advocacy group, and assist it with information and literature.

- Publicize (use all of the available media) to ensure that the needs of older persons are widely known and appreciated. Cooperation with the media personnel would help considerably, and the expectation that the media could focus upon specialized areas such as employment and training might very well be realized.

- A local study should be done in every instance to determine the extent to which jobs are available for older persons, the numbers of jobs and the other specifics. The involvement of state personnel in helping the locals to prepare information and survey forms is invaluable. Also, national organizations should be involved in the needs assessments, and their accumulated data should be utilized to document and augment some of the local returns on the needs study.

- Utilize professional paid advertising on television and in the newspapers to apprise older persons in the area of the possibilities available and accessible to them for training prior to employment.

- Work through the employment security agency, and through local social agencies to determine the extent to which "job-sharing" types of employment activities for older persons can be part of the local plan.

- Explore the economic savings to employers and emphasize higher productivity possibilities by virtue of the job-sharing aspects. Further, emphasize the distinction between "job-sharing" and "part-time jobs."

- In the use of the film, develop a handout to accompany the film and seek the cooperation of the service clubs in the area to promote occupational training for older persons. States could help the locals significantly in identifying the contact persons in the area.

- Work with the local service clubs in "job finding" activities for older persons. Good market-place data is essential in the placement aspect of the employment and training activity.

- Advisory committees are essential on all levels and for all purposes in this areawide venture. Overall advisory committees, individual advisory committees, ad hoc advisory committees and task forces are essential if widespread emphasis is to be placed upon the training, education and employment of older persons.

- Make every effort to get on the agenda for summer programs of state agencies that deal with the aging, adult education or vocational education. Help the state agency personnel to arrange their conferences at identical times when the concerns for older persons will be discussed and conferences held.

- Try to bring about councils of local agencies whose task it will be to act on statewide programs for older persons.

- Promote entrepreneurial efforts locally for older persons. The entrepreneurship aspect has very attractive possibilities for older persons.

- Help the local personnel to separate the need for older persons jobs from volunteerism by older persons. This may have critical advantages to those seeking jobs for economic reasons.

- Work with local employers to establish career ladder aspects for older workers.

- Establish a speakers bureau made up of state and local personnel including vocational people, those from adult education and from the agencies for the aging, employers, older persons, service organizations and membership from local chambers of commerce.

Topic Six: What are the broad educational implications of an increasing number of older persons being served by vocational education?

Workshop conferees were concerned with the implications for older persons that would be immediately reflected in classroom, laboratory or shop problems. They also had some thoughts concerning the area or local implications that had a bearing upon what could or might take place in the vocational education and training facility, including such matters as transportation and health. Following are some of the implications as viewed by workshop participants:

- Counseling and guidance must be provided for older persons.

- There must be a vocational assessment of the specific needs for each of the older persons making application.

- Transportation provisions might be one of the major concerns of older persons.

- There may have to be many curriculum modifications to facilitate special instructional needs of older adults.

- Placement made of older adults who complete curriculum may be different than that for individuals of lesser age.

- Teaching methods may require appropriate modifications for the mature learners.

- Orientation to actual employment may have to take a different form than that normally provided younger new workers.

- There may be need for mobile programs that can bring training opportunities to where older people are, rather than expecting them to travel to the point or area where instruction is provided.

- The need for possible transfer of funds from one educational function to another within the vocational and adult education structure may be a requirement for the future, in order to provide for older persons projects.

- The need for the "on deck" personnel to keep current on availability of jobs for older persons is a certainty. The preparation of teachers and counselors who will be in direct contact with older persons must be modified.

- Curriculum materials will require many modifications to fit them for use with older persons.

- The physical limitations of older persons may require special provisions in the shops and laboratories particularly.

- Curriculums may need to be broken up into modules of instruction, in order to accommodate the short-term needs of older persons.

- Legislation may be needed to provide for tax incentives to train older persons. These tax incentives may come about locally, or even through CETA, the Vocational Education Act, or the Adult Education Act.

- Modernization of education and training facilities and equipment in established schools will have to be provided for.

- Closer coordination between the private sector and established education will have to take place to keep instruction current.

- Teacher education must be modified in order that changes in the attitudes of teachers can be effected.

- The learning habits of older persons may force them to adapt to delivery systems other than that of the public schools.

- A critical study and redistribution of dollar resources may have to be undertaken in the educational institutions in order to provide for older adults.

- Older adults trained for employment may not find placement as ready as was portrayed for them.

- A possible exploitation of older persons is possible by employers.

- Negotiations and decisions on the local level may show conclusively that the vocational education needs of older persons is not a top priority. Rather, the individuals may have greater needs for social and health requirements than for the requirement of preparation for work.

- With a growing number of older persons desiring preparation for work, foundations may change their funding patterns.

- With modularized instruction programs a possibility for older persons, competency-based modules may be the "way to go."

- There is a danger that most older persons will be prepared for menial and service types of jobs.

- Schools may need to emphasize greater opportunities for older persons to prepare for "volunteer work."

- The primary role of education may surface again in the community, and every effort may be made to philosophize on the role of "education as opposed to that of training."

- The need is a delivery system which provides equal accessibility to vocational education for all.

- Volunteers in the community will be needed in increasing numbers. Volunteers for older persons categories should be a low priority; it has been expressed by many in terms of "desirable but low priority."

- Volunteers should be utilized on a basis of services rather than upon an age discriminator.

- Different localities have different problems, and with each community there are different problems and different priorities.

- The question of what employers will approve and support will need to be determined early in any program designed to produce advantages for older persons.

III. WORKSHOP EVALUATION

Prior to their leaving the workshop, participants were asked to respond to a brief workshop evaluation form. The form allowed participants to indicate impressions of their experiences at the workshop with regard to workshop organization, issues discussed, activities and techniques employed, usefulness and relevance of materials, and projected utilization by participants in improving the educational and employment opportunities for older persons.

A copy of the evaluation instrument is presented in the appendix. As noted, questions one and two allowed the participant to indicate the type of agency with which he/she was associated and job title within the agency without further identification of the respondent. Some participants indicated multiple agency affiliation/representation, e.g. Secondary and Postsecondary Vocational Education and Adult Education. Participants who checked the Other category were assigned to the major category closest to their agency, e.g. Adult Basic Education to Adult Education and National Council on Aging to Aging etc.

A seven point rating scale was used for items 3-10. With the exception of item 7, higher ratings indicated a more favorable response orientation. The results of the ratings are presented in Table 1. For each item, mean ratings are cross-tabulated by agency representation and by workshop site. Overall mean ratings by agency and by workshop site as well as the grand mean are shown for each item.

Table 1. WORKSHOP EVALUATION RESULTS

How well was the workshop planned and organized in terms of timing, communication, hotel and travel arrangements, etc?

	ATL	SL	LA	PH	Agency
Vocational Education	5.5	6.4	6.0	6.4	6.0
Adult Education	5.4	5.5	6.3	6.8	6.0
Agency on Aging	4.8	6.0	6.0	6.0	5.5
Workshop Sites	5.2	5.9	6.1	6.4	5.8

How applicable were the issues addressed by the workshop to your needs?

	ATL	SL	LA	PH	Agency
Vocational Education	5.4	5.0	4.8	5.4	5.2
Adult Education	4.6	5.2	4.8	6.3	5.3
Agency on Aging	4.5	4.6	6.3	5.3	5.0
Workshop Sites	4.8	4.9	5.3	5.7	5.0

How beneficial were the sessions?

	ATL	SL	LA	PH	Agency
Vocational Education	5.4	4.6	4.5	5.6	5.1
Adult Education	5.8	5.2	4.8	5.8	5.4
Agency on Aging	3.8	4.6	5.8	3.8	4.3
Workshop Sites	4.8	4.9	5.3	5.7	4.9

How useful were techniques utilized in identifying needs, roles and strategies?

a. Focused Problem Discussion

	ATL	SL	LA	PH	Agency
Vocational Education	5.5	5.0	4.7	5.6	5.3
Adult Education	4.8	5.2	4.3	5.8	5.2
Agency on Aging	4.4	4.5	6.0	4.6	4.8
Workshop Sites	4.9	4.9	5.1	5.6	5.0

b. Participant Problem Discussion (dealing with participant generated problems)?

	ATL	SL	LA	PH	Agency
Vocational Education	5.4	5.2	5.3	5.6	5.4
Adult Education	4.6	5.3	5.3	6.5	5.5
Agency on Aging	3.9	5.0	5.3	4.2	4.6
Workshop Sites	4.6	5.1	5.6	5.5	5.1

c. Brainstorming (identifying ways to stimulate local initiative)?

	ATL	SL	LA	PH	Agency
Vocational Education	5.9	5.2	4.0	6.4	5.6
Adult Education	5.2	5.5	5.8	5.7	5.5
Agency on Aging	3.7	4.8	6.0	4.3	4.6
Workshop Sites	4.9	5.1	5.0	5.5	5.1

How much information and materials were presented?

	ATL	SL	LA	PH	Agency
Vocational Education	4.9	5.0	3.5	4.6	4.6
Adult Education	5.2	4.2	4.8	4.7	4.7
Agency on Aging	4.9	5.3	5.3	6.0	5.3
Workshop Sites	4.9	4.7	4.5	4.8	4.8

How much do you feel you have learned regarding education and training of older persons?

	ATL	SL	LA	PH	Agency
Vocational Education	5.4	5.0	4.8	4.0	4.6
Adult Education	5.6	4.8	5.0	5.7	5.3
Agency on Aging	3.5	4.2	5.3	3.7	4.0
Workshop Sites	4.4	4.6	4.9	5.1	4.7

To what extent will you be able to apply what you have learned in your job?

	ATL	SL	LA	PH	Agency
Vocational Education	5.1	5.2	4.7	5.0	5.1
Adult Education	4.8	5.2	5.3	5.7	5.2
Agency on Aging	4.1	4.0	5.3	4.0	4.2
Workshop Sites	4.6	4.8	5.0	4.9	4.8

To what extent do you feel that the workshop activities will assist you in improving the educational and employment opportunities for older persons?

	ATL	SL	LA	PH	Agency
Vocational Education	5.3	5.2	5.0	5.8	5.3
Adult Education	5.6	5.3	4.8	5.7	5.4
Agency on Aging	3.9	4.2	5.0	4.0	4.2
Workshop Sites	4.7	4.9	4.9	5.1	5.0

Examination of the evaluation results in Table 1 reveals several factors of interest. For nearly all items, mean evaluation ratings increased in direct relation with the order in which the workshops were conducted. This could reflect a project learning effect and/or regional differences in awareness and concern with the employment and training needs of older persons. When compared across agencies, educational agency personnel were more favorable on the average than state agency on aging personnel. Regional differences in state agency on aging ratings were quite apparent with state aging personnel at the Los Angeles workshop giving noticeably higher ratings than their agency counterparts at other workshops. This may reflect a selection bias or, alternatively, may indicate a more developed concern in the Western region with problems of the aging.

Workshop evaluations were designed to allow for unstructured expressions from workshop participants. Examples of comments concerning participants' experiences, observations and suggestions are included and, where applicable, organized around common themes.

- A very worthwhile conference.
- I enjoyed the conference. I believe it treated a serious area of concern. Now is the time to focus in on work, training and education of older persons.
- On the whole, it was an enjoyable and stimulating workshop. I am looking forward to reading the written materials, to increase my knowledge in this area.
- Very good workshop--Thank you for asking me to participate.
- I appreciate the invitation to this conference and certainly have gained information which will be beneficial to our state.

A number of participants commented favorably on the provision of prepaid airline tickets.

- Your planning and actions to provide air travel tickets to participants for attendance at the conference was very helpful and considerate. I hope you continue this service and can influence other agencies to do likewise.
- Prepaid airline ticket is essential for participation.
- Thank you for the prepaid airline ticket.
- The prearranged courtesies were greatly appreciated.

Suggestions of an Atlanta participant concerning more pre-workshop information and smaller meeting rooms were followed in subsequent workshops:

- More information is needed on the front end of the workshop as far as confirmation of transportation and a draft copy of the program would be helpful; meet in smaller room or have a speaker.

One participant suggested an evening session:

- An evening session could have been scheduled since we were available.

Efforts were made to insure participation from the three major categories (vocational education, adult education and agency on aging) in each state. The nomination process and subsequent attendance of participants was at the discretion of the individual states. Concerning participation, conferees commented:

- Recruitment should have insured participation from both the education and aging systems from each state.

- One of the main problems of these conferences is that only agency people attend, which reinforces their parochialism.

Concerning the Techniques/Procedures used during the workshops, several persons suggested that there should be more exchange earlier in the workshop between the education and aging representatives.

- I think at the very beginning of the workshop there should be a panel, or presentation, from the educational representative and from the aging representative so that everyone will have a better idea of what the other does. I found that a lot of the educational reps didn't know about the "aging network" and vice-versa.

- There needed to be more exchange between the aging and education people. I suggest that a session be held for aging people conducted by a voc-tech person to inform the aging people to the system that voc-tech works under and vice-versa.

- An assumption was made in that people from education and aging knew what each other in a particular state were doing--at least in general. Introduction time ought to be spent sharing in state groups what is currently going on organizationally and programmatically in the state.

- More information on roles of agencies.

- The attempt to get State agencies to communicate is excellent but more effort should have been made to get representation from the agencies involved. I was the only individual from (state), which means any cooperative planning was impossible.

Following comments from the Atlanta conferees, the introductions were shortened considerably.

- The exercises on the first day of introducing the person across from you at the beginning, and the "show and tell" session at the end were nice but took up too much time. This should be changed to save time.
- Introduction of participants too time consuming.
- Introductions were good but took too much time. Cut each to one or two minutes.

Specific techniques received differing assessments from individual participants and varied among the different workshops.

- Focused problem discussion frustrating; questions too broad; perhaps use of nominal group process would allow for more thought. I'm not sure.
- Participant Problem Discussion--gave me "technique" for future use in training/workshop sessions.
- Problem Solving was excellent.
- The reasons for my low rating to the Forced Field Analysis (Atlanta only) of the Brainstorming sessions--was it was too general.
- Training technique of envelopes and questions was excellent.

There were differences of opinions on the value of sharing of information of what was going on in the different states.

- If additional information had been available such as, What is being done in your state with regards to adult training? What agencies are cooperating with vocational education? What is your pattern of funding adult program? it would have been helpful because we then could have brought this data with us which would have been helpful.
- The most useful session to me was the Issue Discussion Session--it not only was very informative--but it also allowed me to see "where everybody was coming from" in terms

of their philosophies and attitudes in general toward "older adults," and specifically towards older adults, employment and training--and the role of vocational education in this process. I believe that this discussion should have taken place earlier during the workshop--as it would have provided more direction to the participants.

- Agencies on Aging and others did not seem to be on the same wave length or speaking a common language until late in the process.

- One additional recommendation--it would have been helpful to me, as a State Agency on Aging representative--to have some time spent reviewing some innovative programs with State Agency involvement (such as the program in Wisconsin).

- I learned a great deal about current issues, problems and trends in this area. I particularly appreciated hearing the ideas of the participants.

- It was a very informative and interesting workshop. Personally, it will make me more aware of the needs and desires of older adults in my role in Adult Education.

On the other hand, others felt:

- Too much sharing of what's going on in "my state" and no one seemed to have "answer" or even strong opportunities for older adults. I'm hoping I'll get some information from materials distributed.

- Contributions from participants seemed for the most part to me to be a "sharing of ignorance."

- This group is a competent and qualified assortment but they are from excessively diverse backgrounds. None seem to have a common perspective.

But a number favorable comments were made concerning State Team Planning and the opportunities to meet counterparts in other agencies and/or in other states.

- More time and earlier in the program should have been given to State Team Planning. The first time we really talked to one another!!!!!

- While there was insufficient time to work on the State Plan (due to early leaving time for the airport) I feel that this can be completed at home in the near future.

- More time should be devoted to the actual "working plans" that were developed.

- A hard operational plan could be developed by State "teams" to carry back with them of how coordination can begin.

- I have a better appreciation of problem of voc ed persons/agencies in general; much investigation must be done to get specifics of local scene.

- This conference provided an opportunity for the Voc Ed representative to become aware of and more knowledgeable of services and activities of the State Office of Aging.

- I did get a better idea of problems faced by vocational education and Department of Education. I do feel that we are more aware of each other's problems.

- Main thing is this has opened a door into vocational education to include in our linkage with Adult Ed and community college linkages with DOE staff; tie all this together with DOL and Governor's Task Force.

- I did get the opportunity to lobby my Department of Education person. I feel that I have identified my counterparts in other states to correspond with, to advocate for this endeavor.

- I was surprised to find out that people from the same state did not know each other prior to attending this workshop. This seemed to be fairly common. You have done a good job in bringing the right people together. Thanks.

...and suggested inclusion of others:

- Good to hear from other states--missed State Department of Labor participation. Thank you.

- Note for the future. I think it would be helpful in the future to have representatives of the private sector (employers, etc.) present to get their perspective and views.

A few were disappointed not to hear discussion of more concrete "models" from other states and steps to take in improving educational services to older persons.

- The workshop was a disappointment for me, perhaps, because I believed that someone knows more than is apparently the case about the vocational education needs of older adults. I had hoped that CONSERVA's products, workshop presenters, and participants would really focus on specific programs, models, steps to take, and etc. that may improve educational services to older adults. I did not find that to be the case. I do not blame CONSERVA or the participants. They worked hard; I do think much work needs to be done.

- I guess that I came in with high expectations I had hoped that I would learn about models in other states; they really don't exist.

Others wanted incorporation of project findings into workshop activities. (Much of this information is included in printed materials.)

- Except for the film--all discussions were conducted based upon the participants' perceptions and not upon the findings of the research. We should have been able to incorporate the research findings into our previous perceptions.

- This course gives me additional areas to look at with the Department of Education in my job as Employment/Education/Preretirement Training Coordinator of State and Federal Regulations. Area agencies on aging need to advocate for the seniors in this area even though in many surveys of need, the employment need is not the highest priority on their needs list. The workshop brought out the need to develop a list of demand occupations geared for the older workers who are 55 years old and active.

- This is a very worthwhile endeavor. However, my background and experience have truly prepared me for dealing with the issue. As adult vocational Director I have programs in place and intend to expand.

- I came with the hope that CONSERVA staff would have been able to share the findings/outcomes of the project--i.e., to tell us what is doing on in the country, examples of cooperation,

failures, reasons for successes-failures. Much more could have been given.

Reduced funding and the impact of laws and regulations were areas of concern.

- Since the grant was "let" two years ago, the change in administration and funding at the federal and state level was not anticipated. No discussion of contingency plan on recognition of reduced funds available to expand programs bothered me.

- Areas impinging on employment of older persons not sufficiently highlighted and identified. While education is important, the various laws and regulations provide major forces and incentives.

- Uncertainty on financial feasibility of programs for older adults seems a major barrier to implementation of a plan.

- Adult programs will almost have to become self-supporting (this may prevent many older persons from participating due to costs).

- Thank you for inviting me. Good luck in your work. Unfortunate that we face "cuts" in appropriations just when you want implementation.

- Reduced funding at the national, state and local levels will have great impact on programs.

- Money is not available to meet recognized needs. We wouldn't know what to do with more needs.

- This was a good workshop. It is needed and appreciated. I hope we have the resources to carry out the necessary activities in our state.

A number of participants suggested sending conference materials prior to the workshop.

- Project products should be sent out before conference for participants to discuss with you at conference.

- The materials should have been distributed prior to the meeting.

- I feel that the items to be discussed should have been mailed to us ahead of the conferences. We would have had more time to develop ideas. It also would have been useful to have had the handout material to read before arriving.

- Manuals and other materials should have been sent to participants ahead of time so people would have been coming from a more common understanding of issues to be addressed.

Comments regarding the printed materials:

- I was impressed with your preparation, concern, ability and materials that had been developed.

- I hope the material and information gained can be used to help my state plan and initiate some programs in vocational education for the older persons.

- Printed materials on policy development were useful.

- The printed materials seem quite good. I intend to read them more fully.

- Materials appear to be excellent--these will be shared with others involved at our agency and if possible--other agencies.

...and the film was well received:

- Excellent film

- Film--good tool.

- Very good film

- We appreciate the film. It will be an asset to develop the employment opportunity for seniors.

- We appreciate the film. It will be an asset to develop the employment opportunity for seniors.

Participants requested a final report covering all workshops.

- Please send conference summary notes!!!!!

- I would like to see a final report after all regional workshops are completed to compare concern nationwide. Including a roster of participants nationwide would also be helpful so we can continue communication.

- Final report should be sent to participants.

Several workshop participants subsequently informed project staff of potential workshop impact. One called to indicate that the planning material prepared in the workshop had been incorporated into their state plan for vocational education. Copies of other communications subsequently received from participants are included in the appendix.

IV. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Throughout the dissemination workshops, comments and suggestions were made by the participants which made it possible for the co-directors of the project to assess the context of the problem affecting employment and training of older persons, as viewed by representatives from the three major agencies involved. These observations and experiences are distilled in the following conclusions regarding the recent national status of education and training of older persons:

1. Training of older persons is not a top priority in any of the three major agencies (vocational education, adult education, agencies that administer to the needs of the aging).

2. Older persons may have to generate their own advocacy positions and make their demand for education and training known, since there is little likelihood at the present time that any of the major agencies concerned with older persons will elevate the vocational education needs of older persons to a top priority without such pressure. Assigning or reassigning dollars within an agency specifically for provision of employment and training services to older persons is a matter which will require considerable time and change within agencies before a positive outlook can be effected.

3. Turfdom is and will continue to be a major problem inhibiting collaborative agency action. Overcoming this barrier will require considerable corrective measures and efforts, commitment by to decision-makers in the respective agencies and the promulgation of state policy promoting coordination.

4. Incentives to "move up" the priority assigned to vocational preparation of older persons for the work force are needed if change is to occur.

5. Old age stereotyping must be addressed, since it currently hampers the assignment of a high priority in the respective agencies for employment and training for older persons. The need for removal of the age stereotype deserves the same attention awarded to removal of sex-role stereotyping.

6. The extent to which older persons need and are serious about employment related and training remains to be documented. The question as to whether many of them require entry level skills or re-entry level skills in the labor force is as yet unresolved. Absence of this information makes speculation about employment and training needs of older persons highly problematical.

7. Attitudinal changes still represent a major hurdle to the employment and training of older persons. Age role stereotypes as evidenced in the general public, in educational agencies, and in those agencies which represent the interests of the aging must be identified and procedures developed for modifying and effecting positive attitudinal perspectives.

Finally, the efficacy of workshops as a dissemination strategy for the results of this project is at question. Workshops are most effective when participants share a commonality of interest, a commitment to the problem areas being addressed, and a felt need for information which they can use to arrive at solutions to those problems. The agencies represented at these workshops shared little in the way of common interests in or commitment to the importance of vocational education for older persons. Rather, they were three different types of agencies with disparate mandates, philosophies and histories of involvement in issues pertaining to serving older persons. A two-day workshop

is only a brief encounter when it comes to modifying established agency roles, attitudes and practices.

Our experience leads us to conclude that present project activities represent only a beginning to improving the access of older persons to education and training opportunities. If this initial momentum is to be maintained, the Department of Education will have to play a lead role in making service to older persons a national priority and in providing sufficient incentives to the States to induce creative responses to this critical need.

APPENDIX

Conserva, Inc.

RALEIGH NORTH CAROLINA • WASHINGTON D C

January 20, 1981

Dr. Mary Thornton Phillips
Assistant Commissioner Voc Ed
564 Capital Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Dr. Phillips:

During the past fifteen months CONSERVA, Inc. has been under contract with the U. S. Department of Education to develop materials for improving the delivery of vocational education services to older persons. In the coming months we will be conducting four regional diffusion workshops to assist the states in utilizing the materials which we have prepared. The purpose of this letter is to inquire if you would like to have a representative of your agency attend the workshop in your region. We hope to be able to pay the transportation and per diem costs for participants at the regional workshops. However, the extent to which we are able to do so will depend upon the number of state agencies wishing to send representatives to the workshop.

At the present time we are contacting each State Director of Vocational Education and each State Director of Adult Education in the effort to determine the exact number of state agencies which are interested in sending a representative to one of the regional workshops. We are also trying to determine which states could send one participant to represent both vocational and adult education, since our travel budget might not enable us to invite and reimburse two participants from each of the interested states. Therefore, would you please provide us with the information requested on the following page so that we can make the most effective use of the funds which have been allocated to our travel budget.

Thank you for your assistance with this matter. We will be in subsequent contact with each of the agencies interested in sending a representative to the workshop.

Sincerely,

D. W. Drewes
Project Director

DWD:ms

Enclosure

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

TO: Dr. Mary Thornton Phillips
Assistant Commissioner Voc Ed
564 Capital Square Building
550 Cedar Street
St. Paul, MN 55101

Would you like to have someone from your agency invited, at our expense, to attend CONSERVA's workshop on vocational education for older persons? The workshop for your region is tentatively scheduled for April 28-29, 1981, in St. Louis, Missouri.

_____ Yes

_____ No

If "yes":

A. Would this person be representing

___ vocational education only,

___ adult education only, or

___ both vocational and adult education?

B. What is the name, mailing address and telephone number of the individual whom you would like us to invite to the workshop?

_____

_____

_____

Phone: _____

Please return this form to CONSERVA by February 15, 1981.

Mail it to: CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605
ATTN: Peggy McCauley

_____
Signature

_____
Title

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

January 22, 1981

Mrs. Kay K. Kelly, Director
Commission on Aging, Exec. Park
2853 Fairland Drive
Bldg. G, Suite #63
Montgomery, AL 36130

Dear Mrs. Kelly:

Over the past fifteen months CONSERVA has been under contract with the U. S. Department of Education to develop materials for improving the delivery of vocational education services to older persons. Among the materials being produced are:

- A Handbook for use by local level personnel in planning vocational education programs and support services which are responsive to the needs of older persons;
- A policy oriented paper directed at state and federal level administrators;
- A short film intended to create a public awareness of the potential role which vocational education could play in meeting the occupational training needs of older persons.

In the coming months we will be conducting four regional two-day workshops to assist the states in utilizing the materials which have been developed. The workshops also will serve as a vehicle for enhancing communication and strengthening coordinative linkages between state vocational agencies and state agencies on aging. We hope that participants at the workshop will represent state level personnel from vocational education, adult education and state agencies on aging, although the extent of each state's representation has yet to be determined.

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

We are writing you at this time to inquire if you would consider attending the regional workshop to be held on April 14-15, 1981, in Atlanta, Georgia. Should you wish to attend, we will reimburse you for transportation and per diem expenses in conjunction with the workshop. If you would prefer, a member of your staff could attend instead of yourself and his/her travel expenses will be reimbursed.

In order for us to plan for the workshop, we must know of your interest by February 15, 1981. Therefore, would you please provide us with the information requested on the following page and return it to us as soon as possible. We will be in subsequent contact with each of the individuals interested in attending the workshop.

Sincerely,

D. W. Drewes
Project Director

DWD:ms

Attachment

Mrs. Kay K. Kelly, Director
Commission on Aging, Exec. Park
2853 Fairland Drive
Bldg. G, Suite #63
Montgomery, AL 36130

Would you like to attend, at our expense, CONSERVA's workshop on vocational education for older persons? The workshop for your region is tentatively scheduled for April 14-15, 1981, in Atlanta, Georgia.

_____ Yes

_____ No

If "No":

A. Would you like to have a member of you staff attend instead of yourself?

____ Yes

____ No

B. What is the name, mailing address and telephone number of the individual whom you would like us to invite to the workshop?

_____

_____

_____

Phone: _____

Please return this form to CONSERVA by February 15, 1981.

Mail it to: CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605
ATTN: Peggy McCauley

_____
Signature

_____
Title

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D C

REMINDER

TO: State Director of Adult Education

FROM: D. W. Drewes, President
CONSERVA, Inc.

SUBJECT: WORKSHOP ON VOCATIONAL EDUCATION FOR OLDER PERSONS

DATE: February 9, 1981

You may recall that on January 20, 1981 we sent you a letter extending an invitation to you to attend an upcoming workshop on vocational education for older persons. Travel expenses in conjunction with that workshop are to be reimbursed by CONSERVA as provided for in our contract with the U. S. Department of Education.

The close-off date for informing us of your interest in attending the workshop at our expense is February 15, 1981. We have not heard from you yet regarding your interest in attending the workshop. Therefore, this is to remind you that if you are interested in attending the workshop, please contact us by the close-of-business, Tuesday, February 17th. Persons sending letters of intent which are received after that date may not be eligible for reimbursement of travel.

We hope to hear from you soon regarding this matter.

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
ATLANTA DUNFEY HOTEL - APRIL 14-15, 1981

Mr. Bill Back, Supervisor
Adult Basic Education
KY Department of Education
Capital Plaza Tower
Frankfort, KY 40601

Dr. James A. Barge, Director
Special Programs
Division of Vocational Education
State Department of Education
Knott Building
Tallahassee, FL 32301

Ms. Helen Conner
Aging Section
Department of Human Resources
618 Ponce De Leon Avenue, NE
Atlanta, GA 30308

Mr. William F. Elliott, Deputy Director
Commission on Aging
2853 Fairlane Drive
Montgomery, AL 36130

Mr. Steve Freedman, Chief
Plans and Policy Section
N. C. Division of Aging
708 Hillsborough Street, Suite 200
Raleigh, NC 27603

Dr. Melvin H. Garner, Administrative Director
Vocational & Adult Education
P. O. Box 60
Richmond, VA 23216

Mr. Luther S. Hardin, Associate Director
Vocational, Technical and Adult Education
State Department of Education
407-D State Educational Bldg. West
Little Rock, AR 72201

Ms. Yvonne B. Hargrove
State Department of Education
817 S. Court Street
Montgomery, AL 36104

Mr. J. L. Holmes
Division of Vocational Education
State Department of Education
837 State Office Building
Montgomery, AL 36130

Ms. Joan Howe
National Council on Aging
Atlanta Equitable Building
Suite 525
100 Peachtree Street, NW
Atlanta, GA 30303

Ms. Joyce Jones
Arkansas Office on Aging
Suite 1428, Donaghey Bldg.
Little Rock AR 72201

Mr. Ted W. Keyes
Mississippi Council on Aging
Executive Building, Suite 301
802 North State Street
Jackson, MS 39201

Ms. Pam Lathrop, Senior Planner
Virginia Office on Aging
830 E. Main Street, Suite 950
Richmond, VA 23219

Mr. Happy Long
Commission on Aging
915 Main Street
Columbia, SC 29201

Dr. William D. May
Aging Program Supervisor
Aging and Adult Services
Dept. of Health & Rehab Services
1323 Winewood Blvd.
Tallahassee, FL 32301

Dr. Mary Mulvey
National Council of Senior Citizens
95 Plymouth Road
East Providence, RI 02910

Ms. Kathy Peay
Commission on Aging
703 Tennessee Building
535 Church Street
Nashville, TN 37219

Mrs. Sarah Ramsey, District Consultant
Home Economics Education
2160 West Hoffmeyer Road
Florence, SC 29501

Mr. Larry Roberson
NC Department of Community Colleges
State Education Building
Raleigh, NC 27609

Mr. James Shepard, Coordinator
Vocational, Technical and Adult Education Instruction
Arkansas Department of Education
308-D State Education Buildings
Little Rock, AR 72201

Mrs. Helen K. Shryock
Department of Education
Bureau of Vocational Education
2132 Capital Plaza Tower
Frankfort, KY 40601

Mr. Earl J. White, Supervisor
Adult and Vocational Education
P. O. Box 771
Jackson, MS 39205

Mr. Phillip White
Educational Specialist
Tennessee State Department of Education
805 1/2 Nashville Highway
Columbia, TN 38401

Mr. Ed Word
Georgia Department of Education
325 State Office Building
Atlanta, GA 30334

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
RAMADA INN - ST. LOUIS AIRPORT - ARPIL 28-29, 1981

Mr. Lloyd O. Anderson
Continuing Education
Bismarck Jr. College
Bismarck, ND 58501

Mr. Bill Barnes
Supt. of Research
State Board for Community & Occupational Education
1313 Sherman Avenue
Denver, CO 80203

Ms. Yvonne Bender
State Department of Vocational and
Technical Education
1515 West 6th Street
Stillwater, OK 74074

Mr. Sam Brightman
National Council of Senior Citizens
1511 K Street, NW
Washington, DC 20006

Mr. Jim Bunyard
Department of Education
Region VII
Federal Office Building
601 East 12th Street
Kansas City, MO 64106

Mr. Gerald Chlebowski, Chief Supervisor
Vocational Education
4802 Sheboygan Avenue, 7th Floor
Madison, WI 53702

Ms. Louise Dailey, Manager
IL State Board of Education
100 North First Street
Springfield, IL 62777

Mrs. Yolanda Dolecki
Career and Adult Education
P. O. Box 480
Jefferson City, MO 65102

Mr. James H. Folkening, Supervisor
Community College Services Unit
P. O. Box 30009
Lansing, MI 48909

Ms. Billye Frazier
Special Unit on Aging
Department of Human Services
P. O. Box 25352
Oklahoma City, OK 73125

Mr. Tom Grimm
Iowa D.P.I. - Adult Education
Grimes State Office Building
Des Moines, IA 50319

Ms. Betty Jo Hill
IL State Board of Education
100 North First Street
Springfield, IL 62777

Mr. Elvin Long, Director
Adult Education
P. O. Box 480
Jefferson City, MO 65102

Mrs. JoDell Main, Director Adult Education
Southeastern Indiana Vocational School
Box 156, U. S. Highway 50
Versailles, IN 47042

Ms. Glenda Moyers, Supervisor
Adult Health Occupations
MN Department of Education
525 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Mr. Paul A. Myers, Chief Consultant
Research Coordinating Unit
Texas Education Agency
Austin, TX 78701

Mr. Frank A. Oliverio
907 Ohio Departments Building
65 South Front Street
Columbus, OH 43215

Ms. Barbara Reichert, Training Coordinator
Bureau of Aging
1 West Wilson, Room 453
Madison, WI 53702

Dr. Mary Reiss, Director
Michigan Department of Education
Adult Extended Learning Service
P. O. Box 30008
Lansing, MI 48909

Mr. Bruce Russell, Deputy Director
Center for the Aging Studies
323 Lewis Hall
Columbia, MO 65211

Mr. Sheridan Skeen, Program Operations
Education and Training
Minnesota Board on Aging
204 Metro Square, 7th and Robert
St. Paul, MN 55101

Mr. Dan Stewart, Chief of Operations
Governor's Committee on Aging
P. O. Box 12786, Capitol Station
Austin, TX 78711

Mrs. Sally Vaughan, Training Officer
IL Department on Aging
421 East Capitol Avenue
Springfield, IL 62706

Ms. Mary P. Voorhees
415 Tenth Street
Des Moines, IA 50319

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
HACIENDA HOTEL - EL SEGUNDO, CALIFORNIA - MAY 12-13, 1981

Mr. Jack Brickson
Staff Consultant and Field Supervisor
National Council on Aging
Los Angeles, CA

Mr. Edward Cordisco
Nevada Department of Education
400 West King Street
Carson City, NV 89701

Mr. Lee Dunn
California Department of Aging
1020 19th Street
Sacramento, CA 95814

Mr. Marvin Glasscock
Adult Education
College of Southern Idaho
Twin Falls, ID 83301

Dr. Harold Goff, Director
Adult Education
Len B. Jordon Bldg.
650 W. State Street
Boise, ID 83720

Ms. Natalie Gold
National Council on Aging
650 South Spring Street, Suite 719
Los Angeles, CA 90014

Dr. Brent H. Gubler, Specialist
Adult Education Services
250 East 500 South Street
Salt Lake City, UT 84111

Dr. Donald Healas
Dean of Vocational Technical School
Boise State University
1910 University Drive
Boise, ID 83725

Ms. Roben Hughes, Program Specialist
Executive Office on Aging
1149 Bethel Street, Room 307
Honolulu, HI 96813

Ms. Kathryn Kilroy
State Director of H.E. for Adults
1535 West Jefferson
Phoenix, AZ 85007

Mr. Carl Larsen, Consultant
Division of Adult Education and
Field Service
721 Capitol Mall
Sacramento, CA 95814

Mr. John B. McSweeney, Administrator
Division for Aging Services
505 East King Street
Kinkead Bldg., Rm. 600
Carson City, NV 89710

Dr. Jewell Manspeaker, Specialist
Community College Planning Services
Department of Education
700 Pringle Parkway SE
Salem, OR 97309

Mr. Lloyd Nelson
Division of Aging
Dept. of Social Services
150 West North Temple, 3rd Fl.
Salt Lake City, UT 84102

Mr. Patrick O'Leary, Director ABE
Adult Learning Center
529 N. Warren Street
Helena, MT 59601

Ms. Celina Smoza
Aging and Adult Administration
P. O. Box 6123
Phoenix, AZ 85077

Ms. Barbara White
Coordinator of Research and Development
Office of Vocational Education
2327 Dole Street
Honolulu, HI 96822

Mr. Ken Wilkes
Assistant Director for Planning
Idaho Office on Aging
Statehouse
Boise, ID 83720

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Joseph T. Nerden
Senior Research Associate
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

PARTICIPANTS FOR CONSERVA WORKSHOP
HOLIDAY INN-CENTER CITY - PHILADELPHIA, PA - MAY 26-27, 1981

Mr. Vic Barocas
National Council on Aging
600 Maryland Avenue, SW
West Wing 100
Washington, DC 20024

Mr. Edward Bartley
Regional Representative
National Council on Aging-Older Workers Project
60 E. 42nd Street
Lincoln Bldg., Suite 1465
New York, NY 10165

Mr. Henry Bissex
Division of Adult Education Services
Vermont State Department of Education
Montpelier, VT 05602

Mr. Sam Brightman
National Council of Senior Citizens
1511 K Street, NW
Washington, DC 20006

Dr. Anthony V. Cipriano
Bureau of Postsecondary Occupational Ed
31 St. James Avenue
Boston, MA 02116

Mr. Fred N. Creed, Jr.
NH State Council on Aging
14 Depot Street
Concord, NH 03301

Mr. John P. Creighton
MD State Department of Education
Division of Instruction
200 West Baltimore Street
Baltimore, MD 21201

Dr. Joseph DeSantis
State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Mr. William A. Farrell, Consultant
Adult Education
RI Department of Education
Bureau of Vocational-Technical Education
Roger Williams Bldg., Rm. 222-B
22 Hayes Street
Providence, RI 02908

Ms. Eva Hester, Director of Volunteers
Department of Elder Affairs
110 Tremont Street
Boston, MA 02108

Ms. Elizabeth Jutras
Chief, Special Services
Department of Elderly Affairs
79 Washington Street
Providence, RI 02903

Ms. Marietta King, Program Specialist
Department of Aging
Rm. 404, Finance Bldg.
Harrisburg, PA 17120

Mrs. Sylvia W. Liggins
District of Columbia Public School Voctional Education
1222 Edenville Drive
District Heights, MD 20028

Mr. Larrie McLamb
Division of Adult Education and
Training Programs
PA Department of Education
P. O. Box 911
Harrisburg, PA 17108

Ms. Frances Olrich
Bunker Hill Community College-Open College
Charlestown, MA 02129

Mr. J. Nelson Parker
West Virginia Commission on Aging
State Capitol
Charleston, WV 25305

Dr. G. William Porter
Deputy Chief
NH State Dept. of Ed
Voc-Tech Division
105 Loudon Road
Concord, NH 03301

Mr. William J. Spellecy
Title V Unit - New York State Office
for the Aging
Empire State Plaza, Agency Bldg. #2
Albany, NY 12223

Ms. Lois Stewart
NJ Division on Aging
363 W. State Street
Trenton, NJ 08625

Mr. Carl S. Thomas, Assistant Director
Bureau of Voc-Tech Ed
Building Six, Room B-221
1900 Washington Street East
Charleston, WV 25305

Mr. McKinley Wardlaw, Jr.
State Supervisor
Vocational Education Special Programs
P. O. Box 1402
Dover, DE 19901

CONSERVA, Inc. Staff Members

Dr. Donald W. Drewes, President
CONSERVA, Inc.
401 Oberlin Road, Suite 112
Raleigh, NC 27605

Dr. Eric Rice, Senior Researcher
CONSERVA, Inc.
1735 I Street, NW, Suite 805
Washington, DC 20006

Conserva, Inc.

RALEIGH, NORTH CAROLINA • WASHINGTON, D. C.

April 23, 1981

Dear :

We are pleased that you plan to attend our upcoming workshop on issues pertaining to the role of vocational education in serving older persons. The workshop site has been changed to the Holiday Inn--Center City, in Philadelphia, Pennsylvania. The reimbursement of your travel expenses will be subject to the terms of our contract with the U. S. Department of Education, which allows for air fare at coach rate to/from the workshop site and per diem not to exceed $50.00 per day for two full days. Hotel and meals can only be reimbursed up to the $50.00 limit provided by per diem. Airport limousine service and parking at the airport will be reimbursed up to a total of $15.00.

The rate at the Holiday Inn--Center City (1800 Market Street) is expected to run $35.00 per day for a single and $42.00 per day for a double room, plus tax. We realize that a single accommodation is expensive in light of the allowable per diem, and as a result we would be pleased to assign you to a double room if you would prefer. If you anticipate incurring travel costs in excess of those allowable under these terms, we suggest that you make provisions for your agency to cover those costs.

We cannot reimburse travel costs beyond the rates described above. Reimbursement of your travel expenses will take approximately eight weeks from the time we receive your request for reimbursement. In order to reduce the financial burden on participants, we can send you a prepaid air fare ticket if you so desire. To do so, please let us know of your preferred date and time of departure. We will need this information in order to process and mail the tickets to you.

In order to assist us in our planning of this workshop, would you please provide us with the information requested on the attached sheet and submit it to us no later than May 4, 1981. We look forward to meeting with you in Philadelphia on May 26-27, 1981. Please let us know of any change in your plans. We will be in contact with you again prior to the workshop.

Sincerely,

D. W. Drewes
Project Co-Director

Enclosure

Suite 110-112 • 401 Oberlin Road • Raleigh, North Carolina 27605 (919/832-7717)

A MULTI-AGENCY WORKSHOP
ON
EMPLOYMENT AND TRAINING
OF
OLDER PERSONS

To:

Time and Place

The workshop will be held May 26-27, 1981 at the Holiday Inn--Center City, 1800 Market Street, Philadelphia, Pennsylvania. Workshop registration will be from 8:30 am to 9:00 am on May 26. The workshop will begin at 9:00 am. Your room will be reserved for the nights of May 25 and 26, 1981, unless you indicate otherwise.

Travel Arrangements

Would you like us to send you a prepaid air fare ticket for travel to the workshop?

[ ] No
[ ] Yes. I would like to depart from my city between _____ and _____ o'clock, [am] [pm] on _____.
(circle one) (Date)

Would you prefer a:

[ ] Single Room?

[ ] Double Room? For those who desire double accommodations, efforts will be made to pair participants from the same state or same type of agency.

Rate and Per Diem Allowance

Single Room $35.00 plus tax - Double Room $42.00 plus tax
Reimbursement allowed under contract: $50.00 per day (lodging and food)

Topics of Interest

Please indicate from the following list five topics that you would be most interested in covering at the workshop. Place a "1" by your first choice, a "2" by your second choice, a "3" by your third choice, a "4" by your fourth choice, and a "5" by your last choice. If you are interested in other topics not listed, please give a brief description in the spaces provided. Be sure to rank your write-in choices. Your responses will help us in planning the workshop so as to include those topics of greatest interest.

TOPICAL AREAS

[ ] Educational significance of expanding numbers of older persons
[ ] Education and employment needs of older adults
[ ] Barriers to improved service
[ ] Interagency coordination and linkage mechanisms
[ ] Role of state agencies in promoting coordinated and comprehensive services to older adults
[ ] Special resource requirements
[ ] Ways to stimulate local interest and initiative
[ ] Professional development implications
[ ] Desired changes in federal legislation
[ ] Involvement of the private sector
[ ] Overcoming age stereotyping
[ ] Alternative delivery systems
[ ] Impact of limited resources
[ ] Others

[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____

Please return this form to us NO LATER THAN 4 MAY 1981. If you wish to have a prepaid ticket mailed to your home address rather than your business address, please provide your home address and zip code below.

_____

_____

_____

_____

Please indicate here if special arrangements/sleeping rooms will be necessary for handicapped participants.

[ ] Sleeping Rooms
[ ] Other _____

If there are any questions, please call CONSERVA at (919) 832-7717.

Thank you.

_____
(SIGNATURE)

DATE: _____

AGENDA

WORKSHOP ON EDUCATION AND TRAINING OF OLDER ADULTS

Dunfey Atlanta Hotel
Atlanta, Georgia

April 14-15, 1981

TUESDAY, APRIL 14

9:00-9:30 A.M.	Registration *Room: Paces East*
9:30-10:00 A.M.	Welcoming Remarks and Orientation J. T. Nerden and D. W. Drewes (Project Co-Directors)
10:00-10:15 A.M.	Introductions
10:15-10:30 A.M.	"Older Persons and the World of Work" Dr. Mary Mulvey National Council of Senior Citizens
10:30-10:45 A.M.	Coffee Break
10:45-11:00 A.M.	Film - "Growing Older--A Time for Growth" J. T. Nerden (Project Co-Director)
11:00-11:30 A.M.	Group Discussion Session Topic: Educational Implications of Rising Tide of Older Persons J. T. Nerden and D. W. Drewes
11:30-12:30 P.M.	Structured Group Session Topic: Education and Employment Needs of Older Adults Group I: D. W. Drewes *Room: Paces East* Group II: J. T. Nerden *Room: Paces West*

12:30-1:30 P.M.	Lunch
1:30-1:45 P.M.	Presentation of Structured Group Results
	Room: Paces East
	J. T. Nerden and D. W. Drewes
1:45-3:15 P.M.	Forced Field Analysis Session
	Topic: Role of State Agencies in Coordination and Linkage
	Group III: D. W. Drewes *Room: Paces East*
	Group IV: J. T. Nerden *Room: Paces West*
3:15-3:30 P.M.	Coffee Break
3:30-4:00 P.M.	Brainstorming Session
	Room: Paces East
	Topic: Ways to Stimulate Local Interest and Initiative
	D. W. Drewes and J. T. Nerden
4:00-4:30 P.M.	What's Happening in the States?
	Participant presentations describing innovative programs and new materials of interest
4:30-4:45 P.M.	Overview of Second Day's Activities
	J. T. Nerden
4:45 P.M.	ADJOURNMENT

WEDNESDAY, APRIL 15

9:00-9:45 A. M.	Summary of Previous Day's Activities and Discussion of Project Products *Room: Paces East*
9:45-10:00 A.M.	Coffee Break
10:00-11:00 A.M. and 11:00-12:00 Noon	Issue Discussion Session (Each session will be repeated) Issue: What emphasis should be given to education training of older persons for employment? Group I: J. T. Nerden *Room: Paces East* Issue: Do mature learners require special attention to succeed? Group II: D. W. Dreves *Room: Paces West*
12:00-1:00 P.M.	Lunch
1:00-2:30 P.M.	Preparation of State Plan for Older Persons *Rooms: Paces East and Paces West* State Teams
2:30-3:00 P.M.	State Reports *Room: Paces East*
3:00-3:30 P.M.	Evaluation and Wrap-Up J. T. Nerden and D. W. Dreves
3:30 P.M.	ADJOURNMENT

AGENDA

WORKSHOP ON EDUCATION AND TRAINING OF OLDER ADULTS

Hacienda Hotel
at Los Angeles International Airport
525 Sepulveda Boulevard, El Segundo, California

May 12-13, 1981

TUESDAY, MAY 12

8:30-9:00 A.M.	Registration *Room: Center International*
9:00-9.30 A.M.	Welcoming Remarks and Orientation J. T. Nerden and D. W. Drewes (Project Co-Directors)
9:30-10:00 A.M.	Introductions
10:00-10:15 A.M.	"Older Persons and the World of Work" Mr. Sam Brightman National Council of Senior Citizens
10:15-10:45 A.M.	Film - "Growing Older--A Time for Growth"
10:45-11:00 A.M.	Coffee Break
11:00-12:00 A.M.	Discussion of Project Products D. W. Drewes
12:00-1:00 P.M.	Lunch
1:00-1:30 P.M.	Overview of Selected Problems/Issues D. W. Drewes *Room: Center International*

1:30-2:30 P.M. **Conferences**

Topic: The urgent need to provide for the employment and training needs of older adults through improved state level planning.

Group I: D. W. Dreves
Room: Center International

Topic: How should the specific roles of vocational education, adult education, and of the state agencies on aging be identified and facilitated in order to ensure that employment and training needs of older persons be met?

Group II: J. T. Nerden
Room: Right International

2:30-3:30 P.M. **Conferences**

Topic: How should the functions and activities of vocational education, adult education and the state unit on aging be coordinated so as to achieve an integrated approach to meeting the employment and training needs of older persons?

Group I: J. T. Nerden
Room: Center International

Topic: In times of limited resources, what steps could be taken to create alternative ways for efficient delivery of employment and training services to older adults?

Group II: D. W. Dreves
Room: Right International

3:30-3:45 P.M. Coffee Break

3:45-4:30 P.M. Reports from Conference Groups
(5 minutes each)

Room: Center International

4:30 P.M. ADJOURNMENT

WEDNESDAY, MAY 13

9:00-9:15 A. M.	Briefing on the Activities for the Day J. T. Nerden *Room: Center International*
9:15-10:15 A.M.	General Group Discussion Topic: Ways to motivate and continually stimulate local interest and initiative to engage in vocational preparation of older persons. J. T. Nerden *Room: Center International*
10:15-10:30 A.M.	Coffee Break
10:30-11:15 A.M.	General Group Discussion What are the broad educational implications of an increasing number of older persons being served by vocational education? Group III: J. T. Nerden *Room: Right International* Group IV: D. W. Dreves *Room: Center International*
11:15-12:00 Noon	Participant Problem Discussions Group III: J. T. Nerden *Room: Right International* Group IV: D. W. Dreves *Room: Center International*
12:00-1:15 P.M.	Lunch
1:15-2:15 P.M.	Preparation of Major Points of Emphasis in the State Plan for Older Persons *Rooms: Right and Center International* State Teams

2:15-3:00 P.M.	State Reports and Discussions (5 minutes each) *Room: Center International*
3:00-3:10 P.M.	Evaluation of the Workshop *Room: Center International*
3:10-3:20 P.M.	Final Message from Project Co-directors
3:20 P.M.	ADJOURNMENT

WORKSHOP EVALUATION

PLEASE RESPOND FULLY TO THE FOLLOWING ITEMS PRIOR TO YOUR LEAVING THE WORKSHOP. IMPRESSIONS OF YOUR EXPERIENCES AT THE WORKSHOP WILL ASSIST CONSERVA STAFF IN PLANNING AND CONDUCTING FUTURE WORKSHOPS AND CONFERENCES.

1. With which type of agency are you most closely associated?

   [ ] Secondary Vocational Education

   [ ] Postsecondary Vocational Education

   [ ] Adult Education

   [ ] State Agency on Aging

   [ ] Other : _____

2. What is your job title within the agency?

   _____

   _____

ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE APPROPRIATE NUMBER ON THE SCALE.

3. How well was the workshop planned and organized in terms of timing, communication, hotel and travel arrangements, etc?

   1 2 3 4 5 6 7
   Unorganized — Organized

4. How applicable were the issues addressed by the workshop to your needs?

   1 2 3 4 5 6 7
   Unapplicable — Very Applicable

5. How beneficial were the sessions:

   1 2 3 4 5 6 7
   Not Beneficial — Very Beneficial

6. How useful were techniques utilized in identifying needs, roles and strategies?

   a. Focused Problem Discussion (dealing with priority problems/ issues)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

   b. Participant Problem Discussion (dealing with participant generated problems)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

   c. Brainstorming (identifying ways to stimulate local initiative)?

   1 2 3 4 5 6 7
   Not Useful — Very Useful

7. How much information and materials were presented?

   1 2 3 4 5 6 7
   Not Enough for the Time Expended — Too Much for the Time Available

8. How much do you feel you have learned regarding education and training of older persons?

   1 2 3 4 5 6 7
   Less than Expected — More than Anticipated

9. To what extent will you be able to apply what you have learned in your job?

   1 2 3 4 5 6 7
   Very Little — Considerable

10. To what extent do you feel that the workshop activities will assist you in improving the educational and employment opportunities for older persons?

    1 2 3 4 5 6 7
    Very Little — Considerable

11. Please add any further comments which you wish to make on the back of this page.

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

ROBERT P. SORENSEN, Ph.D.
State Director
4802 Sheboygan Avenue, 7th Floor
MADISON, WISCONSIN 53702

May 12, 1981

MAY 15 1981

Dr. Don W. Drewes, Project Co-Director
Conserva, Inc.
Suite 110-112
401 Oberlin Road
Raleigh, North Carolina 27605

Dear Don:

I would like to express my appreciation for the opportunity to attend the St. Louis Regional Workshop on the role of Vocational Education in serving the older person. It was very timely, well planned and I felt the participant contributed well and also got a lot of information that will be useful in setting up their own statewide programs.

Since our state is made up of 16 Vocational Districts, I am wondering how we could obtain the materials provided at the conference in quantities of 16 for dissemination in our own state. The materials include the 16mm film, and 3 pamphlets entitled, "Older Persons - State of the Art;" "Older Persons - A Program Guide;" and "Education and Training for Older Persons - a Planning Paper."

I have a meeting scheduled in July where it would be appropriate to disseminate the information on their use and availability to the Vocational Districts.

I sincerely appreciate the assistance you and Dr. Nerden have given our state in moving forward in this area through the activities of the project.

Sincerely,

Gerald Chlebowski

Gerald Chlebowski mkk
Vocational Education Consultant
Chief Supervisor

GC/mkk

RAVEL REPORT

Workshop for Education of Older Persons
Philadelphia - May 1981

Henry Bissex
Adult Education Services

DATE: May 27, 1981

What Happened? ntact/Person/Experience	What Good Was It? Department Need Served	What Do We Do About It? Action or Recommendation
onserva staff presented mmary of data on the ing student population.	Adult education will be growing in all respects, both higher education and vocational.	Shared report with Sandra Robinson.
rkshop session dealt with proving planning for ducational needs of older rmonters.	Ideas for assessings needs Contact: - Elder Hostel Program - Office on Aging of Human Services - Governor's Council on Aging - ABE tutors - Gray Panthers - Voc. Directors - Employment security - Delegate to Nov. 29 White House Conference on older Americans. - Town clerks and listers - Town nurses and health centers - The Senior Herald (Vermont newspaper for elders	Discussed issue of educational needs for older Vermonters at Staff Meeting - 6/8/81 Contacted Office on Aging. Asked for perception of educational needs. Contacted Joe Howrigan, Senior Community Service Project - 655-2334 re volunteers. Contacted Steve Gallas (CETA Program), Barre 479-9215. Called Barbara Leitenberg, 241-2400, Editor of The Senior Herald to be put on mailing list for the Herald.
lorado Office on Aging	Perhaps a model for us	Wrote to Colorado Office on Aging for a copy.
ard of source of free lp for our summer work ver-load.	A CETA-type program funded by Feds may have a 20-hour week worker for us.	Called Frances Murtaugh, Washington County Counsellor for this program. She will see if we can be a slot for one of her clients.
nference Technique	Useful idea for helping conference-goers get answers to questions.	Copy of method attached distributed to Division members, Federal Programs and Elementary and Secondary Education.

EHO

BOISE STATE UNIVERSITY • 1910 UNIVERSITY DRIVE • BOISE, IDAHO 83725
SCHOOL OF VOCATIONAL-TECHNICAL EDUCATION

June 5, 1981

Dr. Donald Drewes
Conserva, Inc.
1629 K Street, N.W.
Washington, D.C. 20006

Dear Don:

As per our discussion I alerted Mr. Lee Knack, Vice-President of Morrison-Knudsen, to Conserva, Inc. and its past performance. For this purpose I used one of your information sheets. The address and telephone number is:

Mr. Lee Knack
Vice-President
Morrison-Knudsen Company, Inc.
P. O. Box 7808
Boise, ID 83729 Phone (208) 345-5000

Thank you again for your kind invitation and support for the meeting on Education and Training for Older Persons. It was a great project.

Cordially,

D. V. Healas
Dean

DVH:db

Equal Opportunity / Affirmative Action Institution

Division of Occupational Education

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

June 25, 1981

JUN 29 1981

Dr. D.W. Drewes
Conserva, Inc.
401 Oberlin Road, Suite 112
Raleigh, North Carolina 27605

Dear Dr. Drewes:

This office is happy to report that we are implementing the activities we had mapped out at the conferences' individual states' sessions.

Please apprize this office when the free copy of the 16 mm film is made available to each state occupational educational office.

My participation in the workshop was a rewarding/worthwhile endeavor.

Respectfully,

Anthony V. Cipriano
Director
Bureau of Post-Secondary
Occupational-Technical Education

cc: Eva Hester

Frances Olrich